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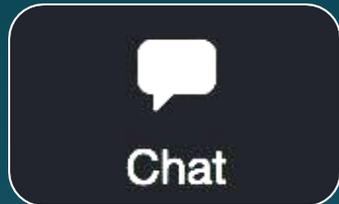
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Facilitating Behavior Change Using Incentives and Sanctions

April 17, 2024 | Presented by:

Dr. Anjali Nandi, PhD, MAC, LAC

Grant Funding Acknowledgement

This webinar was provided under award #15PBJA-22-GK-01133-TRIB, provided by the Bureau of Justice Assistance (BJA), U.S. Department of Justice (DOJ).

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Today's Presenter

Dr. Anjali Nandi, PhD, MAC, LAC
Associate, NCJTC

Learning Objectives

- ✓ Understand the principles of behavior change within the context of a criminal justice lens.
- ✓ Differentiate between proximal and distal behaviors and goals and their relevance to facilitating long-term behavioral change.
- ✓ Identify effective strategies for targeting and prioritizing behaviors conducive to positive outcomes.
- ✓ Develop skills in designing and adapting incentive and sanction systems tailored to the unique needs of diverse correctional settings.



Why is Change so Hard?

- Habits
- Comfort
- Social influences
- Psychological issues
- Immediacy and rewards
- Intrinsic versus extrinsic motivation
- Discipline
- Action



Using the Reward System

- Structure
- Relationship
- Skill-building
- Motivation
- Contingencies



Risk and Needs

High Risk

- Risk for recidivism
- Criminal thinking
- Risk for harm

High Needs

- Substance issues
- Mental health needs
- Instability





What to Target?

- Motivation
- Risk
- Connection
- Easy win
- Proximal versus distal

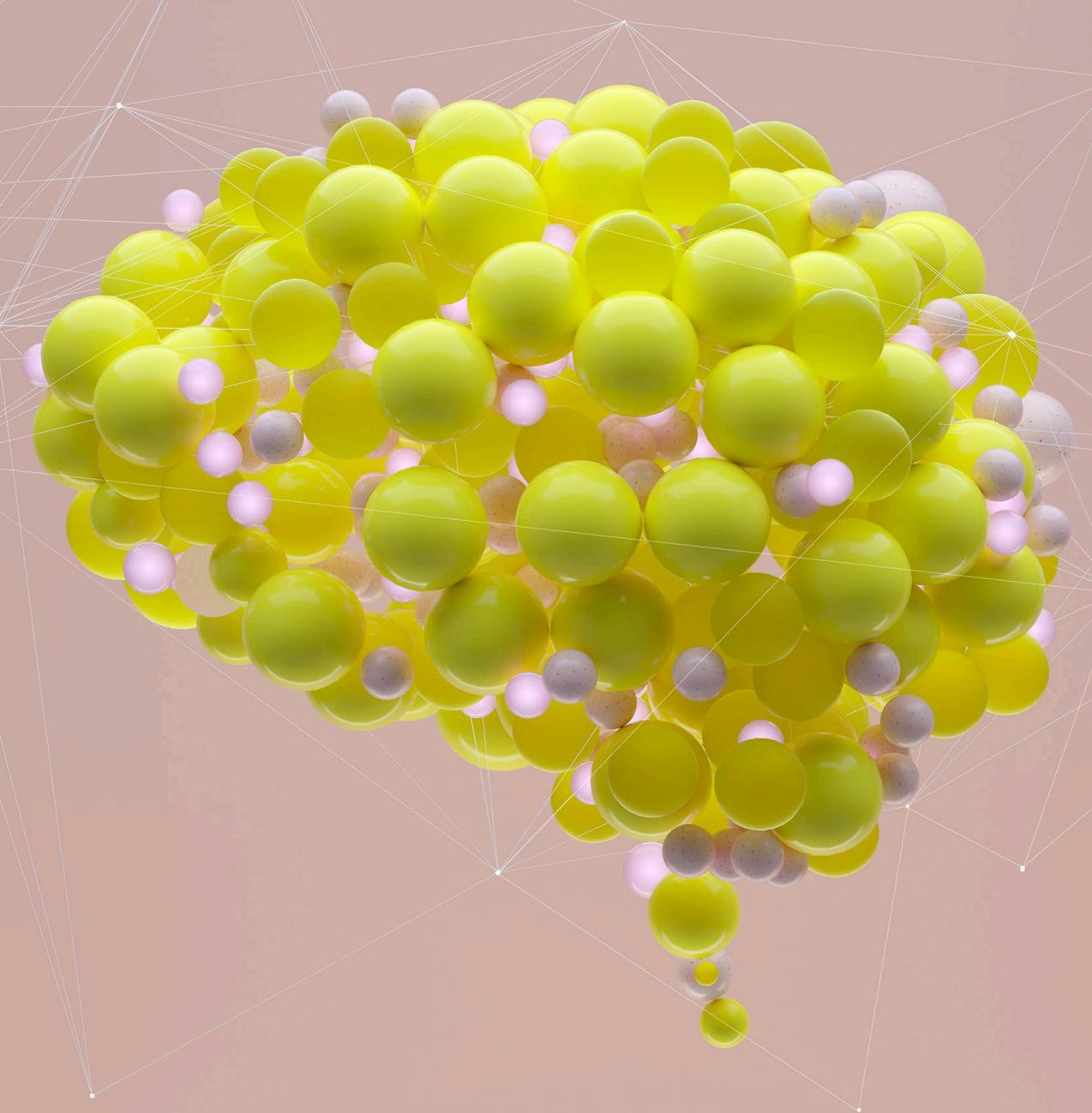
Proximal Prosocial Behaviors

Behaviors, habits or skills the client already possesses that aid in achieving pro-social goals.

- Relatively easy for the client
- Don't need as much focus or response

Examples:

- Meeting basic requirements like attending meetings
- Treatment sessions
- Submitting UA's





Proximal Pro-Criminal Behaviors

Habits or skills that a client uses for criminal purposes or that result in behaviors that lead to recidivism

- Willful non-compliance
- Not as a result of needs, lack of resources/skills
- Need quick attention and meaningful responses for deterrence

Examples:

- Dishonesty, falsifying or missing UA's
- Intermittent substance use
- Refusing to find employment
- Not attending probation meetings, treatment
- New criminal behavior

Distal Behaviors

- Difficult for the client, requires effort
- Has not yet achieved
- Developing and need support
- Involves multiple layers of learning/change

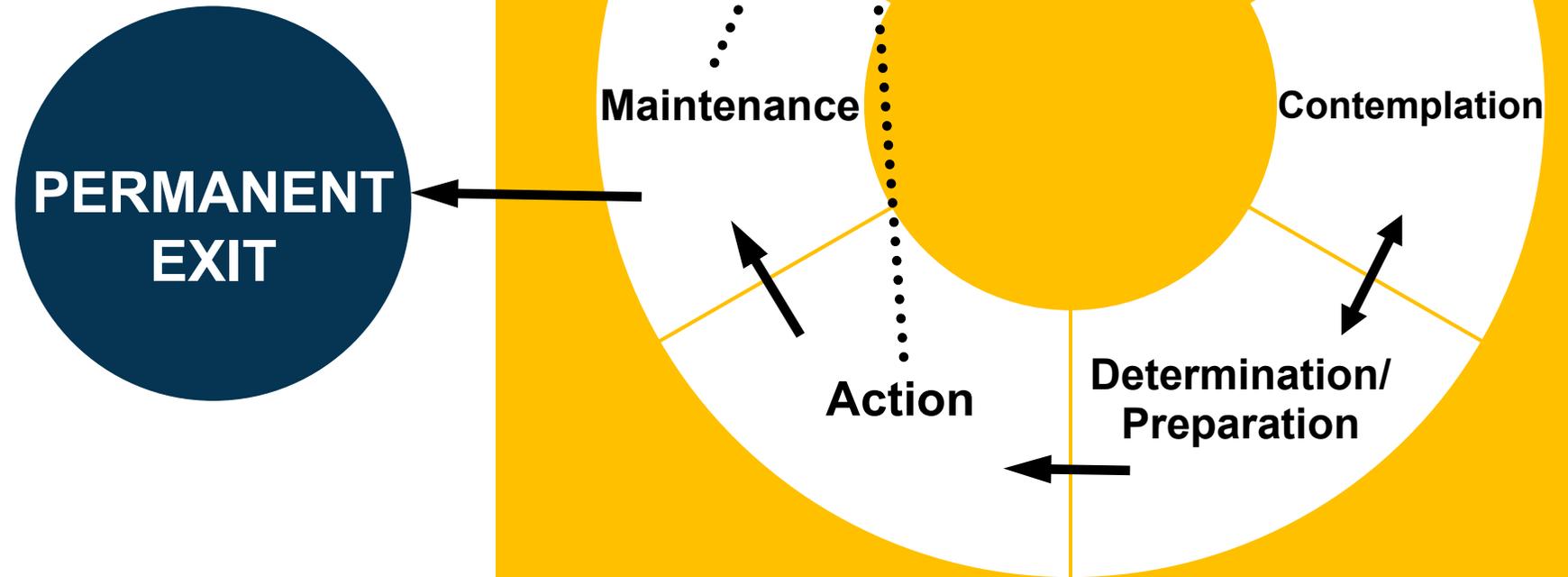


Incentives and Sanctions

- Magnitude
- Meaning
- Immediacy
- In service of change
- Ratio
- Motivation vs. skills
- Therapeutic consequences

Stages of Change Model

Prochaska & DiClemente (1986)



Summary Concepts

- Identify the target
- Develop productive discomfort
- Explore ambivalence
- Utilize friction
- Get client to argue for change
- Use rewards
- Celebrate successes

Contact Information & Final Q&A



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✓ *Reentry Issues and Reintegration*

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October 2, 2024 | 1:00 – 2:00 PM CT

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✓ *Decision-Making and Critical Thinking*

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